Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability

Abstract: Teaching materials are an important component of learning. Without teaching materials, successful learning will be hampered. In teaching tahsin Al-Qur'an at IAIN Takengon there are still no teaching materials available that are appropriate to the learning objectives, thus encouraging the author to develop teaching materials for tahsin Al-Qur'an. This research and development aim to produce Al-Qur'an tahsin teaching material products that meet feasibility based on expert assessments. This type of research is Sugiono's Level 1 development model development research. The research was conducted for 6 months at IAIN Takengon. The research subjects consisted of needs analysis subjects, namely first-semester students of the Madrasah Ibtidaiyah Teacher Education study program and lecturers in the Al-Qur'an tahsin course. Data collection techniques use observation, interviews, and questionnaires. Data analysis in this research includes qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to analyze data at the potential and problem stages, as well as literature studies and gathering information. Meanwhile, quantitative data analysis is used at the expert validation stage. The results of the research show that the developed Al-Qur'an tahsin teaching materials meet the feasibility criteria based on expert assessments. The feasibility of teaching materials from material experts got an average score of 4.3 with very valid criteria, from teaching materials experts got an average score of 4.08 with valid criteria, from language, experts got an average score of 4.0 with valid criteria, and design/media experts got an average score of 4.9 with very valid criteria.


**Keywords**: Development, Teaching Materials, Tahsin al-Qur'an,

**INTRODUCTION**

Teaching materials are materials or subject matter that are arranged completely and systematically based on the learning principles used by teachers and students in the teaching and learning process (Pinta Uli Br. Pasaribu, Asi Siburian, & Adisaputra, 2017). It is systematic, meaning that the teaching materials are arranged sequentially to make it easier for students to learn. In addition, teaching materials are also unique and specific, unique in the sense that teaching materials are only used for certain goals and in certain learning processes as well (Dick, W., Carey, L., & Carey, 2009). It is specific in the sense that the content of teaching materials is designed to achieve certain competencies and certain goals (Robert M. Gagne., Leslie J. Briggs, 1974). Broadly speaking, teaching materials consist of knowledge, skills, and attitudes that students must understand to achieve predetermined competency standards (Sofyan, Nurhendrayani, Mustopa, & Hardiyanto, 2015).

Teaching materials are an important component in learning because teaching materials are needed as a guide for activities in the learning process as well as a component substance that is taught to students. Teaching materials are also one of the factors that influence the success of learning. As stated by Letna Arsita and Astawan there is an influence of teaching materials on increasing student scores (Arsita & Astawan, 2022). Furthermore, Surjono et al in their research also argued that the use of teaching materials had a significant effect on learning outcomes and student activities (Surjono, Muhtadi, & Trilisiana, 2019). The same thing was also expressed by Kurniawan and Zufriady that the use of teaching materials has a positive influence on increasing student achievement (Kurniawan & Zufriady, 2019). Likewise, the opinion of I Gede Nurjaya et al is that the use of teaching materials has a significant effect on student learning outcomes (I Gede Nurjaya & I Gusti Ayu Agung Manik Wulandari, 2023).

Based on the facts above, it is impossible to learn without teaching materials, including learning Tahsin of the Qur'an. The Tahsin al-Qur'an course at IAIN Takengon is conditional, namely courses taken successively by students with the condition that they have passed the initial course which is a requirement for taking the next course, and graduation from this course is a prerequisite for students to participate in Real Work Lectures (KKN), thesis proposal sessions and thesis sessions (Takengon, 2020).

Tahsin is an activity or method to perfect the pronunciation of the letters of the Qur'an as well as possible starting from the pronunciation of the letters and the correctness of the law of tajwid and its rules (Suwarno, 2016). The term tahsin appears as a synonym for the word tajwid which is often understood as a science that discusses how to read the Qur'an properly and correctly. In language, the term tajwid which is equated with Tahsin has the same meaning, which is to improve (Ahmad Annuri, 2010). Making good in the sense is
not in terms of rhythm or sound, but making it better to avoid mistakes.

However, from the results of the author's observations when he became a tester for both oral comprehensive exams, proposal exams, and thesis exams, he still found many students who had not been able to read the Qur'an properly. From the problems above, the writer is interested in developing teaching materials for Tahir of the Qur'an, because the writer is one of the lecturers supporting the Tahir of the Qur'an course at the Takengon State Islamic Institute (IAIN). As mandated by the Law of the Republic of Indonesia Number 12 of 2012 article 12 paragraph 3 it is stated that lecturers individually or in groups are required to write textbooks or textbooks, which are published by Universities and/or scientific publications as a source of learning and for the development of academic culture as well as cultivating reading and writing activities for academics (Kementrian Hukum dan HAM, 2012). This research and development were carried out to find out what teaching material products are suitable for learning Tahir al-Qur'an in improving students' reading skills of the Qur'an, as well as knowing the validity of the developed Tahir al-Qur'an teaching materials.

Research with a focus on developing teaching materials has been carried out by many previous researchers, including research entitled The Development of Teaching Materials Based on Context and Creativity to Increase Students Scientific Literacy by Rahmani et al., the results of his research showed that the developed teaching materials made it easier for teachers to learn science (Rahmani, Mustadi, Maulidar, & Senen, 2021). There is a difference between Rahmani's research and the author's research, namely, Rahmani develops science teaching materials while the writer develops teaching materials for Tahir of the Qur'an, from these differences there is still an opportunity for the author to conduct this development research. Next is research entitled Development of Teaching Materials Based Interactive Scientific Approach towards the Concept of Social Arithmetic For Junior High School Student, by Abadi et al., the results of his research show that scientific-based interactive teaching materials through Android smartphones can facilitate students' learning (M K Abadi, 2016a). There are differences in the research by Abadi et al. with the author's research. Abadi et al developed teaching materials for social Arithmetic while the authors developed teaching materials for Tahir of the Qur'an. From these differences, there is still an opportunity for the author to conduct this research. The purpose of this research and development is to produce teaching materials for Tahir al-Qur'an that are tested for feasibility based on expert judgment.

**METHOD**

This research uses the type of development research. According to Borg and Gall research development or Research and Development (R & D) is a systematic process for developing, improving, and assessing educational programs and materials (referred to hereafter as products) (Borg, W.R, Gall, J.P & Gall, 2010). Further stated By "product" we mean not only such things as textbooks, instructional films, and computer software, but also methods, such as a method of teaching, and programs (Gall, Gall, & Borg, 2003). The research and development procedures follow the Level 1 development research model by Sugiono with the following stages:

![Figure 1. Level 1 Development Research Procedure (Sugiono, 2016)](image-url)
From the picture above there are five steps in level 1 development research from Sugiono. The first step is potential, and Problems, at this stage the researcher explores potential through observation, while in exploring problems the researcher does it by interviewing the course lecturers. The second step is Literature Study and Information Gathering, at this stage, the researcher collects books related to the Tahsin of the Qur'an for the development of teaching materials. The third step is Product Design, at this stage, the researcher begins to develop the initial product in the form of a self-regulated learning-based Tahsin Al-Qur'an book. The fourth step is Design Validation, at this stage, the author asks experts to conduct an assessment of the product in the form of a developed Tahsin al-Qur'an book. The last step is Tested Design, at this stage the researcher recapitulates the results of the assessment of teaching materials for teaching Tahsin al-Qur'an by experts so that they can show that the teaching materials for Tahsin al-Qur'an as a result of development have met the feasibility.

This research was conducted for 6 months, starting from January 19 to July 25, 2022. The research was conducted at IAIN Takengon Central Aceh. The subjects of this study consisted of needs analysis subjects and expert validation subjects. The subject of needs analysis includes the subject of student needs analysis and the subject of lecturer needs analysis. To analyze student needs, researchers took a sample of semester 2 students of the IAIN Takengon Madrasah Ibtidaiyah Teacher study program. Based on the homogeneity of the students on the campus, the researchers used a purposive sampling technique. Namely, the researcher deliberately determines the sample taken himself (R. Burke Johnson, 2014). Then the expert validation subjects consisted of Tahsin experts of the Qur'an, media experts, linguists, and teaching materials experts. Tahsin experts to assess the depth of the content of the material, media experts to assess the feasibility of graphics and design materials, linguists, to assess the feasibility of teaching materials from the use of language, and teaching materials experts, to test the feasibility of evaluations used in developing Tahsin al-Qur'an teaching materials.

Data collection was carried out by observation, interviews, and questionnaires. Observations were made when looking for potential problems as well as when studying literature and gathering information, interview techniques were used to analyze lecturer needs, 6 Tahsin al-Qur'an lecturers were interviewed, while the questionnaire was carried out at the teaching material validation stage in the form of a Likert scale questionnaire with a scale of 5.

Data analysis techniques using qualitative descriptive analysis and quantitative analysis. Qualitative descriptive analysis was carried out to analyze the data obtained at the stage of searching for potentials and problems, as well as data at the stage of studying the literature and gathering information. Meanwhile, quantitative analysis is used to analyze data from a questionnaire resulting from expert validation to determine the validity of the teaching materials developed (Sugiono, 2016). Analysis of the validity of teaching materials for teaching Tahsin al-Qur'an was carried out through three stages. First, perform data tabulation. Data in the form of an expert validation questionnaire will be tabulated based on the value of the validator's choice. Both calculate the average score with the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Information:

$\bar{x}$ = average of each aspect of product validity assessment
$\Sigma x$ = total score for each aspect of product validity assessment
$n$ = the number of assessment items for each aspect of the product validity assessment

Third, determine the criteria. The total score obtained is then converted into
qualitative data in the form of product quality levels with a classification rating using rules based on the number of respondents' scores, namely looking for the highest score, lowest score, number of classes, and interval distances.

Highest Score = 5  
Lowest Score = 1  
Number of Classes = 5  
Interval distance \((i) = \frac{\text{Highest Score} - \text{Lowest Score}}{5} = 0,8\)

From these data, the assessment categories can be determined as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>(skormin + 4i \leq x &lt; skormaks)</td>
</tr>
<tr>
<td>Good</td>
<td>(skormin + 3i \leq x &lt; skormin + 4i)</td>
</tr>
<tr>
<td>Enough</td>
<td>(skormin + 2i \leq x &lt; skormin + 3i)</td>
</tr>
<tr>
<td>Not enough</td>
<td>(skormin +1i \leq x &lt; skormin + 2i)</td>
</tr>
<tr>
<td>Very less</td>
<td>(skormin \leq x &lt; 1i)</td>
</tr>
</tbody>
</table>

From the calculations in the table of validity criteria for teaching materials above, the interval criteria for the validity of teaching materials are obtained in the following table.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Valid</td>
<td>4,2 (\leq x &lt; 5,0)</td>
</tr>
<tr>
<td>Valid</td>
<td>3,2 (\leq x &lt; 4,2)</td>
</tr>
<tr>
<td>Valid Enough</td>
<td>2,6 (\leq x &lt; 3,2)</td>
</tr>
<tr>
<td>Invalid</td>
<td>1,8 (\leq x &lt; 2,6)</td>
</tr>
<tr>
<td>Invalid</td>
<td>1,0 (\leq x &lt; 1,8)</td>
</tr>
</tbody>
</table>

**RESULTS AND DISCUSSION**

**Potential and Problems**

Based on the results of observations it was found that the potential in developing teaching materials for Tahsin of the Qur'an is for students as adults who can manage their learning independently. According to Mayasari, students are individuals who are studying at the tertiary level, both public and private, or other institutions at the same level as higher education institutions (Setyowati, 2019). From the point of view of educational institutions, it is clear that students are individuals who already have an intellectual and emotional level that is almost mature and already have a stand (Ansas, Azizah, & Oktavianto, 2023). Students are categorized at a developmental stage aged 18 to 25 years. This stage can be classified from late adolescence to early adulthood, and from a developmental point of view, the task of development at this student's age is to stabilize life stances (Fitriyawany, Lailatussaadah, & Meutiawati, 2022).

Judging from these developmental tasks, students are individuals who can manage their own lives, in terms of learning they can manage their learning, the mindset of students is not the same as the mindset of high school, junior high, or elementary school students or students. So that it is easier for students to be directed in learning, both emotionally and cognitively, students have more abilities than high school (SMA), junior high school (SMP), and elementary school (SD) students. As mandated by the Law of the Republic of Indonesia number 12 of 2012 in article 13 paragraph 1 it states that "Students as members of the Academic Community are positioned as adults who have their awareness in developing their potential in Higher Education to become Intellectuals, Scientists, Practitioners, and/or Professionals.(Kementrian Hukum dan HAM, 2012).

The main problem found as a result of the observations is that there is no main teaching material used in learning the Tahsin al-Qur'an course at IAIN Takengon. While other teaching materials available still do not follow learning objectives, the material is also not sequential according to the syllabus at IAIN Takengon (Suwarno, Ismet Nur, Rahmanita Zakaria, 2022). Other teaching materials also have not been able to motivate students to study independently to achieve
mastery learning. From these potentials and problems, teaching materials for Tahsin al-Qur’an will then be developed as an effort to provide an alternative for students and lecturers supporting the Tahsin al-Qur’an course by providing teaching materials according to the curriculum and needs (Rahmah, Faridi, & Nur Afifah Khurin Makanin, 2021). This is following the purpose of making teaching materials that, the purpose of making teaching materials is first, to provide teaching materials that are following the demands of the curriculum, second, to assist students in obtaining alternative teaching materials besides textbooks which are sometimes difficult to obtain, to make it easier for teachers to implement learning (Porter, 2013).

Based on these potentials and problems, the authors chose to develop teaching materials for Tahsin al-Qur’an in the form of printed books based on self-regulated learning. Books as teaching materials are books that have been filled with material resulting from science and the results of curriculum analysis in written form. (Rodríguez, Álvarez-Seoane, Arufe-Giráldez, Navarro-Patón, & Sanmiguel-Rodríguez, 2022). The book was chosen as the teaching material being developed because it has several advantages, namely the explanation is more complete and detailed, in one teaching material there is a lot of material and it can be taken anywhere. (Allehyani, Burnapp, & Wilson, 2017). The purpose of developing textbooks based on self-regulated learning is so that students can learn independently because in self-regulated learning students’ abilities are developed which include first, the ability to clarify their learning objectives. Second, the ability to adapt learning materials to their talents and interests. Third, the ability to create education that is challenging, stimulating, and fun. And the fourth is the ability to avoid erratic pressures, such as frightening, disappointing, and confusing situations (Schunk, 2018). So that students can study independently by motivating themselves to achieve success in their studies (Mustofa, Nabiila, & Suharsono, 2019).

**Study literature and collect information**

At this stage, the researcher collects some literature to serve as a reference. The references that the author collects consist of several groups, the first being literature related to Tahsin al-Qur’an, including, the book *Al-Burhān fī Tajwīd al-Qur’ān*, written by Muhammad ash-Sadiq Qamhauni, the book *Al-mudzakirah fī al-Tajwīd* by Muhammad Nabhan bin Husain, the book *Science of Tajwid al-Qur‘ān*, by Muhsin Salim, the book *Hilyatu al-Tilāwah fī al-Tajwīd al-Qur‘ān*, by Rihab Muhammad Mufid Syaqiqi, the book *Tahṣīn Tilawah al-Qur‘ān*, written by Ahmad Annuri, the complete *tajwīd Asy-Syafi‘I* book by Abu Ya’la Kurnaedi, and several other related tajwīd books. This literature is important so that the contents of the developed teaching materials do not deviate. (Rahmani et al., 2021). so that the contents of the teaching materials developed are by the competency objectives (Nelvawita, 2021).

researchers in developing teaching materials (Pattaufi, Aswan, & Hakim, 2023).

Third, literature related to Self-Regulated Learning includes, Education Psychology written by Eggen, P. & Khauchack, D, Learning Psychology written by Muhammad Asrori, Educational Psychology written by Seto Mulyadi et al, Educational Psychology written by Robert E. Slavin. At this stage, the writer also collects information that can be used as material for the development of self-regulated learning-based tahsin al-Qur’an teaching materials, the information the writer gets at this stage is in the form of the syllabus for tahsin al-Qur’an courses which will be used as the subject matter in teaching materials.

Product Design

At this stage, the author does the initial product design in the form of Tahsin al-Qur’an teaching materials in the form of textbooks based on self-regulated learning. In product design, the author pays attention to several things, including ease of use. As stated by Sukristiningsih and Suardi Sahid, when preparing teaching materials it should be able to facilitate learning (Sukristiningsih & Sahid, 2022). Apart from that, it also adapts to the user, with a display that is as attractive as possible to clarify students’ understanding as users (Ilmi & Rofiah, 2017). Next, the researcher analyzed the needs for teaching materials, created a map of teaching materials, chose the format of teaching materials, and then made an initial product design as well as the principles for developing teaching materials (Muhammad Yusuf, 2023). The appearance of the Self-Regulated Learning-based tahsin al-Qur’an teaching material product is as follows:

a. Cover View

The cover is the outermost sheet that is designed in such a way as to reflect the contents, in other words, the cover is a general snapshot of what is contained in the book. The design is expected to give students an idea of what they will learn. The cover used in the book Tahsin al-Qur’an is as shown below:

b. List of contents

The Table of Contents is part of the book that contains the chapters and sub-chapters of the book complete with their pages in the book for easy searching. The following shows the table of contents in the tahsin al-Qur’an book

Figure 1: Teaching Material Cover

<table>
<thead>
<tr>
<th>Daftar Isi</th>
</tr>
</thead>
<tbody>
<tr>
<td>KATA PENGANTAR ....................................................... i</td>
</tr>
<tr>
<td>TRANSLITERASI ......................................................... iii</td>
</tr>
<tr>
<td>DAFTAR ISI ............................................................. v</td>
</tr>
<tr>
<td>BAB 1 Tahsin Al-Qur’an .................................................. 1</td>
</tr>
<tr>
<td>A. Perhatikan Peta Konsep Beikut ............................ 3</td>
</tr>
<tr>
<td>B. Ungkapkan Rasa Ingin Tahum .................................... 3</td>
</tr>
<tr>
<td>C. Bukalah Wawasanmu ............................................. 4</td>
</tr>
<tr>
<td>D. Kembangkan Pikiranmu ........................................... 9</td>
</tr>
<tr>
<td>E. Ayo Praaktikan ...................................................... 12</td>
</tr>
<tr>
<td>F. Akhirnya Aku Tahu ................................................ 13</td>
</tr>
<tr>
<td>G. Ayo Belajar Mandiri ................................................ 13</td>
</tr>
<tr>
<td>H. Evaluasi ............................................................. 14</td>
</tr>
<tr>
<td>I. Penilaian ............................................................. 15</td>
</tr>
<tr>
<td>BAB 2 Tempat Keluar dan Sifat Huruf ......................... 18</td>
</tr>
<tr>
<td>A. Perhatikan Peta Konsep Beikut ......................... 20</td>
</tr>
<tr>
<td>B. Ungkapkan Rasa Ingin Tahum .................................... 21</td>
</tr>
<tr>
<td>C. Bukalah Wawasanmu ............................................. 21</td>
</tr>
<tr>
<td>D. Kembangkan Pikiranmu ........................................... 34</td>
</tr>
<tr>
<td>E. Ayo Praaktikan ...................................................... 37</td>
</tr>
<tr>
<td>F. Akhirnya Aku Tahu ................................................ 38</td>
</tr>
<tr>
<td>G. Ayo Belajar Mandiri ................................................ 38</td>
</tr>
<tr>
<td>H. Evaluasi ............................................................. 38</td>
</tr>
<tr>
<td>I. Penilaian ............................................................. 38</td>
</tr>
</tbody>
</table>

Figure 2: Table of Contents Teaching Materials

c. Chapter Title Display

A chapter is one of the main divisions of a long piece of writing, such as a book. Chapters can be numbered if the writing is similar to a legal code or they can be given a title. The following shows the title of one of the chapter titles in the developed Tahsin al-Qur’an book.
d. Concept Map view

The concept map in the Tashin al-Qur'an book contains any material that will be studied by students, this aims to avoid misconceptions that students have after studying the material of Tashin al-Qur'an. Besides that, after learning students are also expected to have learning experiences. For more details, a visual form of the concept map and learning experiences used in the Tashin al-Qur'an book is displayed as shown in the following figure.

![Concept Map](image)

**Figure 3:** Title of Teaching Materials Chapter

**Figure 4:** Concept maps

e. Material Content Display

The contents of the book material are learning materials that are adapted to the competencies that students must master. The Tashin al-Qur'an book contains eleven competencies. For more details, a visual form of the material used in the Tashin al-Qur'an book is displayed as shown below.

![Contents of Teaching Materials](image)

**Figure 5:** Contents of Teaching Materials

### Design Validation

Validation is carried out to test the suitability of the teaching materials developed (Nur Ihsan HL1, Nasruddin, Andri Estining Sejati, 2023). Validation is carried out by experts in the field (Agustina, Sudrajat, Setiawan, & Sudarwati, 2022). Design validation in the form of self-regulated learning-based Tashin al-Qur'an teaching material products was carried out by 4 experts. It consists of material experts, teaching material experts, linguists, and media experts. Validation by material experts aims to obtain information, criticism, and suggestions so that teaching materials for Tashin of the Qur'an are developed into quality products based on aspects of content and presentation of the material. There are 16 question items for material experts. From all the question items obtained a score of 70, with an average of 4.3. These averages are in the interval range of 4.2 ≤x < 5.0 with very valid criteria. Thus it can be stated that the validity of the teaching materials for Tashin al-Qur'an Based on Self-Regulated Learning as a result of the development is a very valid teaching material in terms of the quality of the material content.
Then validation is carried out by teaching material experts. Validation by teaching materials experts included physical/appearance aspects, preliminary aspects, utilization aspects, assignment/evaluation aspects, and summary aspects with a total of 34 statement items. From all of these question items, a score of 106 was obtained, with an average of 3.1. The average is in the interval range of $2.6 \leq x < 3.2$ with a fairly valid category. These criteria are below the criteria that should be, that is, at least the teaching materials developed must have valid criteria. So it needs to be revised based on suggestions and notes from teaching material experts. Suggestions from teaching material experts to add an assessment rubric. The following shows the results of the revision.

![Figure 6. Results of Revision of Teaching Materials](image)

After the revision was carried out, it was validated again by the teaching material expert. The score obtained from the second stage of teaching materials experts was 139, with an average of 4.08. The average is in the interval range of $3.2 \leq x < 4.2$ with valid criteria. Thus it can be stated that the teaching materials for Tahsin al-Qur’an Based on Self-Regulated Learning as a result of the development are valid teaching materials in terms of quality of teaching materials.

The next validation is carried out by linguists. There are twelve statement items for the linguist validation sheet. The score obtained was 36 with an average of 3.0. The average is in the interval range of $2.6 \leq x < 3.2$ with sufficiently valid criteria. These criteria are below the criteria that should be, namely, at least the teaching materials developed obtain valid criteria. So it is necessary to revise teaching materials according to suggestions and notes from linguists. Suggestions or notes from linguists include the need to pay attention to the consistency of writing between you and you, preferably using the word brother. There is an ambiguous word like law, you should use the word reading. From the suggestions and notes, revisions were made with the following appearance:

![Figure 7. Results of Revision of Teaching Materials](image)

Then validation was carried out by the second stage of linguists. In this second stage, the score obtained was 48 with an average of 4.0. The average is in the interval range of $3.2 \leq x < 4.2$ with valid criteria. Thus it can be stated that the validity of the teaching material Tahsin al-Qur’an Based on Self-Regulated Learning as a result of the development is valid in terms of language quality.

The next validation stage is carried out by design experts/media experts. The aspects assessed are graphic aspects including book size, cover design, and book content design. There are 24 question items for the design/media expert validation sheet. Of the 24 question items the score obtained was 118 with an average of 4.9. These averages are in the interval range of $4.2 \leq x < 5.0$ with very valid criteria. Thus it can be stated that the validity of the teaching materials for Tahsin
Based on Self-Regulated Learning as a result of the development is a very valid teaching material in terms of design/media quality.

From the experts' assessments, it can be depicted in the following diagram:

![Expert Validation Results](image)

**Tested Design**

This stage is the final stage in level 1 development research according to Sugiono. Based on the expert validation above, it can be seen that the developed Tahsin al-Qur'an teaching materials are teaching material products that have been tested in terms of validity but have not been tested in terms of their use. There has not been a trial run because the even semester lectures for the 2021/2022 academic year ended when the development of the Al-Qur'an teaching materials was completed on July 25, 2022, so it is no longer possible to conduct lectures. The new Al-Qur'an Tahsin course will be programmed by the next semester's students in the even semester of 2022/2023. Based on this, this development research is limited to the tested design stage. This is as it should be by Sugiono that development research can be limited to the product validation stage if it is not yet possible to try it out.

Development research that reaches the validation stage is level 1 development research (Sugiyono, 2019). And it can be continued for level 2 development research without going through the procedures that have been passed in level 1 research and development (Sugiyono, 2019). This is also confirmed by the results of research by Yuliana Anggraini Imran et al, who conducted development research entitled Developing Of Science Teaching Materials Based Guided Discovery For Training Science Process Skills limited to the product development stage (Imran, Agustini, & Taufikurohmah, 2020). Likewise, research by M K Abadi1, H Pujiantuti, and L D Assaat entitled Development of Teaching Materials Based on Interactive Scientific Approach towards the Concept of Social Arithmetic For Junior High School Students, limits its development research to product development (M K Abadi, 2016b). The same thing was also done by Muhammad Nasir in his research entitled Development of Integrated Science, Technology and Religion Teaching Materials to Increase Students' Integrative Knowledge, his research was limited to the product validation stage (Nasir, Yuliani, & Nastiti, 2019), as the author did. Research by Nur Fadilasari et al, entitled Developing Instructional Materials Based on Inquiry Learning Model, was also limited to the validation stage (Sari, 2020).

**CONCLUSIONS**

From the research findings above, it can be concluded that the type of teaching materials for Tahsin of the Koran to improve student's reading skills in the Qur'an is in the form of a textbook with the title Teaching Materials for Tahsin of the Koran based on self-regulated learning. The validity of teaching materials for Tahsin al-Qur'an based on self-regulated learning meets the criteria as a very valid teaching material based on the assessment of material experts with an average score of 4.3. valid criteria based on expert assessment of teaching materials with an average score of 4.08. valid criteria based on the assessment of linguists with an average score of 4.0. and very valid criteria based on the assessment of design/media experts with an average score of 4.9.
Tahsin al-Qur'an teaching materials are based on self-regulated learning as teaching materials that have been tested are still limited in terms of validity testing, and have not been tested in terms of usage. Therefore, the author recommends to lecturers supporting the course, study program coordinators, faculties, and internal quality assurance institutions, that this teaching material be used as the main teaching material in learning al-Qur'an Tahsin. and in later use, further research can be carried out to test the effectiveness of this teaching material.

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